

Writing- Grade 4- Released Prompt

Writing Task 1

Situation:

The local newspaper is having a “Good Friend” contest. To enter your friend, you must think of an event in your life when your friend did something with you or for you that showed what a terrific friend he or she is.

Writing Task:

Select your friend. (Remember, a friend could be a child your age or a grownup.) Choose an event that shows how your friend is a good friend to you. Write a letter to the newspaper that tells about that event so that people will know why your friend deserves to win.

Writing-04-1-DOK3-WR-04-1.1.03, WR-04-1.2.03, WR-04-2.3.03, WR-04-2.4.03, WR-04-3.5.03, WR-04-3.6.00

Annotation: The item requires the student to conduct some higher level mental processing. Students are engaged in writing a letter that includes consideration of the audience and purpose provided in the prompt. The student shows awareness of a formal audience (the readers of the newspaper) and focuses on the purpose of telling those readers about an event that demonstrates why his/her friend deserves to win the “Good Friend” contest. The student organizes the narrative and includes supporting ideas and examples. Transitions between ideas may be included to guide the reader through the writing. Complex sentences may be evident. Students are engaged in revising and editing to improve the quality of the narrative.

Writing- Grade 4- Released Prompt

Writing Task 2

Situation:

You and your friend had plans a long time ago to spend this evening together playing. Now, because of the weather you must play inside.

Writing Task:

Write a letter to your friend describing a game that you would like to play. Explain why this is the best game for two people to play indoors.

Writing-04-2-DOK3-WR-04-1.1.03, WR-04-1.2.03, WR-04-2.3.03, WR-04-2.4.03, WR-04-3.5.03, WR-04-3.6.00

Annotation: The item requires the student to conduct some higher level mental processing. Students are engaged in writing a letter that includes consideration of the audience and purpose provided in the prompt. The student shows awareness of an informal audience (a friend) and focuses on explaining the selection of a game and presenting a persuasive argument of why it's the best choice. The student organizes the writing by describing the game while providing some reasons for why this is a good indoor game for two people to play. Complex sentences may be evident. Students are engaged in revising and editing to improve the quality of the writing.

Writing- Grade 7- Released Prompt

Writing Task 1

Situation:

Not only do games have rules, but there are also rules of respect and safety at home and at school. These rules help everyone understand what to do, how and when to do the activities, and how to be safe. Think of a time that you needed to know the rules for an activity. What happened? Why were the rules important? Could someone else learn from your experience? Your school newspaper is running a series of first-person articles about lessons students have learned.

Writing Task:

In an article for your school newspaper, tell about a time when knowing the rules was important.

Writing-07-1-DOK3-WR-07-1.1.03, WR-07-1.2.03, WR-07-2.3.03, WR-07-2.4.03, WR-07-3.5.03, WR-07-3.6.00

Annotation: The item requires the student to conduct some higher level mental processing. Students are engaged in writing an article that includes consideration of the audience and purpose provided in the prompt. The student shows awareness of an informal audience (the readers of the school newspaper) and focuses on telling when knowing the rules was important. The student organizes the writing in order to set a context for the reader and to provide narrative details developing the lesson learned. Complex sentences may be evident. Students are engaged in revising and editing to improve the quality of the writing.

Writing- Grade 7- Released Prompt

Writing Task 2

Situation:

A Crayola museum? A Cockroach Hall of Fame? A museum to honor the Tooth Fairy? All of these are real museums in the United States that display unusual items. Think of an object that you would like to see honored with its own museum.

Writing Task:

Write a letter to convince the editor of Interesting Museums Magazine that your selection would be of interest to museum visitors. Include information about some items that might be displayed in this unusual museum.

Writing-07-2-DOK3- WR-07-1.1.03, WR-07-1.2.03, WR-07-2.3.03, WR-07-2.4.03,WR-07-3.5.03, WR-07-3.6.00

Annotation: The item requires the student to conduct some higher level mental processing. Students are engaged in writing a persuasive letter that includes consideration of the audience and purpose provided in the prompt. The student shows awareness of a formal audience (editor of the magazine) and focuses on convincing the editor that his/her selection of the object to honor in the museum would be of interest to visitors. The student organizes the writing to persuade the editor and to suggest items that might be displayed. Complex sentences may be evident. Students are engaged in revising and editing to improve the quality of the writing.

Writing- Grade 12- Released Prompt

Writing Task 1

Situation:

From a very young age we are taught to follow the rules at home, then at school, and, later, on the job. Think of a time when you needed to know the rules. What happened? Why were the rules important? Could someone else learn from your experience?

Writing Task:

Write an editorial for your school newspaper about the importance of rules. Support your idea by writing about a time when knowing the rules proved to be important.

Writing-HS-1-DOK3- WR-HS-1.1.03, WR-HS-1.2.03, WR-HS-2.3.03, WR-HS-2.4.03,WR-HS-3.5.03, WR-HS-3.6.00

Annotation: The item requires the student to conduct some higher level mental processing. Students are engaged in writing an editorial that includes consideration of the audience and purpose provided in the prompt. The student shows awareness of the audience through usage of a formal tone and focuses on telling when knowing the rules was important. The student organizes the writing in order to set a context for the reader and to provide narrative details developing the lesson learned. Complex sentences may be evident. Students are engaged in revising and editing to improve the quality of the writing.

Writing- Grade 12- Released Prompt

Writing Task 2

Situation:

The city council in your town has decided that “cruising” (teens and adults driving back and forth through town with no particular place to go) and “loitering” (standing around on street corners or in parks or parking lots) are problems that they must address.

A member of the city council has said in the local newspaper, “Many people have come to us complaining that the people cruising and loitering make our town look bad, and it hurts our environment, not to mention how it slows traffic. They say the police should be able to stop these things. Others claim it is a person’s right to drive back and forth through town or to stand in a public place talking. We have to make a decision, and we need input from the citizens of our community. We want people to come in and speak about this issue.”

Writing Task:

Prepare a speech to be given to the seven-person city council outlining your solution. You can discuss either loitering or cruising, or both, but convince the council to try your plan.

Writing-HS-2-DOK3- WR-HS-1.1.03, WR-HS-1.2.03, WR-HS-2.3.03, WR-HS-2.4.03,WR-HS-3.5.03, WR-HS-3.6.00

Annotation: The item requires the student to conduct some higher level mental processing. Students are engaged in writing a speech that includes consideration of the audience and purpose provided in the prompt. The student shows awareness of the audience through usage of a formal tone and focuses on describing the plan to address the problem of cruising and/or loitering. The student organizes the writing in order to set a context for the listener and to respond to the audience’s concern. Complex sentences may be evident. Students are engaged in revising and editing to improve the quality of the writing.